**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Level 1 - Novice** | |
| **Theme:** | | **Global Challenges** | |
| **Topic:** | | **Endangered Species** | |
| **Learning Scenario** | | Students will be able to speak about an endangered species and will be able to persuade others to help that animal. Students will begin by creating a list of endangered animals. They will be able to name and describe several animals. They will also be able to say where the animal lives and identify simple reasons why animals are endangered by discussing both climate and weather as it relates to the habitat of the animal. Students will transfer what they have learned to develop a campaign to save an endangered species. | |
| **Standard(s):** | | State and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline. | |
| **Desired Results** | | | |
| **Understandings** | | * All living things have certain needs to sustain life. * Living things are easily impacted by environmental conditions. * Different animals live in different regions. * Animals have similar and different physical characteristics. | |
| **Essential Questions** | | * How does weather impact animal life? * How do we decide if a species is endangered or not? * How do humans impact the quality of animal life? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| name and describe animals | | | colors, size words, simple personality |
| say where certain animals live | | | geographic terms – forest, river, ocean, etc., country, continent |
| explain what animals eat | | | eat, simple food words – grass, meat, fish, etc. |
| comment on the weather | | | weather terms, seasons, time of day |
| name harmful and helpful human practices | | | environmental cognates – pollute, etc. |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read and listen to information on 2 endangered species. Complete a graphic organizer on each animal. | | |
| Interpersonal | Imagine a conversation that might take place between the 2 different endangered species. Identify and describe “yourself”, comment on what you need to survive. | | |
| Presentational | Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| * Keep a vocabulary log * Keep a dialogue journal * Complete self-assessment “can do” statements * Do Quick Write / Quick Draw and Share * Write a “Who am I” * Place animals correctly on world map | | |  |
| Learning Activities | | | |
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| Resources | | | |
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